

»... *ein herrliches Geräusch.*«¹
Composing Projects and Listening Competence

Nowadays, it can be taken for granted that children and young people do not only listen to and play music at school but also invent their own music (Wallbaum 2000, Zocher 2007, Schlothfeldt 2009, Vandr /Lang 2011). However, it is often not clear how the different musical practices intertwine. Processes of improvising and composing are only possible in connection with listening experience, which appears almost trivial. Literature dealing with the teaching of composing only rarely refers to this phenomenon (Ehrler 2009, Mellor 2000).

This connection is important for the development of composing projects in two respects: First, the success of a project depends significantly on how good the teachers are at meeting their pupils' experience and background. Second, the development of the students' musical competences directly correlates with the legitimacy of composition projects in school. We will focus on the question, what significance listening has, when children and young people compose in school.

In order to investigate this, we will categorise the already documented projects and didactic concepts in the field of composing and examine the integration of the pupils' listening competence. Several aspects are taken into consideration: different forms of verbalisation and visualisation of the listening experience, different functions of listening and the aspect of an increased ›open-earedness‹ created by composing. We generalise these aspects by considering expert interviews on the one hand and approaches out of the fields of general music didactics and psychology of music on the other. We demonstrate how composers can especially take the listening competence of children and young people into account when working with them in educational contexts and how they can promote them. Furthermore, we show how this teaching qualification is reflected in the context of a special training, which we design in the ›Komp d‹ project. The project is sponsored by the Federal Ministry of Education and Research.

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¹ Ehrler 2009, S. 52.